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In-Service Training Materials for Teachers of the Educable Mentally Retarded. Session III.

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Supplementing language arts for the educable mentally handicapped, the guide provides a representative unit on newspapers with core area activities, vocabulary, and 33 lesson plans. Sub-topics include community orientation, occupations, leisure time and recreation, weather, local history, money management, homemaking and home repair, transportation, social issues, place relationships, famous personalities, safety, and health. For each unit, objectives, activities, and resource materials are specified. Following the unit are a glossary of terms, a bibliography for teacher resources and reference, a bibliography and a supplemental reading list for students, and a list of films and filmstrips. Forms for teacher evaluation of the guide are included. (LE)

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS
OF THE EDUCABLE MENTALLY RETARDED

Session III

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PLEASE NOTE

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

The Newspaper - A Major Supplement to the

Language Arts Program for the Educable Mentally Retarded

The selection and/or modification of Language Arts material for use with the educable mentally retarded represents a major assignment for the special class teacher. At times he finds himself in the position of having to develop lessons which are compatible with the interests and abilities of the retardate. This is particularly true of the teen-agers in special classes. Access to books, magazines, newspapers, and other printed material enhances learning and makes the process more enjoyable. The availability of newspapers and magazines particularly can add much to the education of the retarded if they are encouraged to read them and are cognizant of the source of meaningful information they represent. The focus of this publication is on the use of the newspaper as an integral part of the Language Arts program. The lessons are not intended to be inclusive, rather they are presented as representative lessons which can be elaborated on by the teacher. The lessons are prepared in the format used by the project staff in the writing of units. This does not necessarily mean that teaching the use of the newspaper should be restricted to the unit approach. The unit format has been used mainly as a convenient means of presenting the lessons.

Newspapers play a very important role in every individual's life. People in general tend to depend on the newspaper for their major source of information about their community. They rely

on it for weather forecasts, job opportunities, and a source for locating entertainment. The newspaper in itself represents a source of pleasurable reading. The person who is unable to read the newspaper or is unaware of what it has to offer finds himself at a significant disadvantage in our society today. The educable mentally retarded represents the marginal group who may or may not be equipped to make use of the newspaper effectively. To effectively teach the student to read the newspaper for information and pleasure the curriculum must include experiences with this purpose in mind. The student must be taught where to look for the TV schedule, the movie advertisements, the want ads, sports information, and general news. Certainly they may acquire many of these skills incidentally if left to chance but it is important that they be introduced to the newspaper early. Reading the newspaper is a good example of teaching basic skills through meaningful application which is so important in the education of the mentally retarded.

Suggested Guidelines

1. The cliché that the teacher must know his students has become almost a truism today. If the subject matter and teaching techniques are to be commensurate with the child's abilities and interests the teacher must be well informed. The typical newspaper includes a variety of content, some of which may be of interest to most people, however, many people find only certain segments appealing. If the child's interest is to be capitalized on the teacher must concern himself with knowing his pupils. One of the more difficult problems centers around the finding of material

which reflects that element of maturity so important to the mentally retarded youth. Too often the junior and senior high age retarded student is asked to read what appears to them to be "baby stuff". The teacher must be sensitive to this concern on the students' part. Knowing the students and knowing the local newspaper can help the teacher avoid this problem and at the same time improve the students' reading habits.

2. The reading level of newspaper content generally approximates the 5th or 6th grade reading level. While this range is not sufficient to accommodate all reading levels in a junior high special class, the utilization of pictures, ads, and contextual cues enhances its application. The range of topical coverage is intended to meet the needs of the broad spectrum of the population, thus a daily search of the paper will yield content appropriate to the interests of the total class. In contrast to many reading sources, the newspaper provides for the unique interests of the individual as well as the total group. Through innovation and creative teaching, the teacher can make the newspaper an effective motivational tool.

When working with newspapers, extra care is necessary in the vocabulary presentation and the length of reading assignments. Since the teacher is responsible for the tempo and guiding the lessons, plans must be kept flexible. Caution must be exercised so that the lessons are not retarded in pace when the students ask questions or show unexpected interest in a topic worthy of further development. With this care, plus the regular sessions of general class discussions, the students will hopefully show an improvement in reading. A limited understanding of local and

national affairs plus some knowledge of a few personalities in the news should also be developed.

3. Don't overlook the literary value of the newspaper. It supplies readers with villains and heroes as well as suspense and general entertainment. Adventure is provided through sequential stories, feature articles, and to an extent, the comics. A major advantage is that many of the stories are oriented to the local community. The reader can identify with the implications of the story because he gains reinforcement from being familiar with the actual situation.

Considerations

1. The administration may be indifferent or object to a heavy emphasis on the newspaper. This probably will relate to their concern that the teacher is making less use of a basal series if he resorts to using the newspaper. In reality special class teachers have routinely used teacher made material and the use of the newspaper will not result in a major change in the use of a basal series.

2. The cost is the second problem that might arise. However, some newspaper publishers will lower subscription prices if the papers are purchased in bulk. For instance, the Des Moines Register, which has state wide coverage, and the Burlington Hawk-Eye, from a local situation, will come to the classroom for 3 cents a copy for ten or more copies for five days a week. In a class of fifteen students this would amount to \$2.25 per week or \$9.00 a month. Many dollars are spent on supplemental materials each year - so why not extend the investment to cover newspaper subscriptions? For the activities involved in this unit, it is suggested that each student should eventually have his own newspaper. However, it may be impractical to begin the unit with a full set of newspapers.

Much will depend upon the interest of the group and their previous orientation. It may cause confusion to pass out too much material at one time. If there is a chance that this might happen, it would be better to begin with one newspaper and to work in small groups or individually to acquaint the children with the features to be found in the paper. Careful presentation of this technique is most important, for it may help to avoid the frustrations that often develop if too much is presented at once and if too many directions are given. Too much frustration in the initial presentation might retard the development toward better reading habits. Consequently, the principal aim of this unit, use of the newspaper, would suffer.

After the specific unit is completed, the number of subscriptions may be cut to the minimum order, thus helping to reduce the cost. The important thing to remember is that after the enthusiasm for reading the newspaper has taken hold, effort should be made to continue the newspaper reading habit by making them available for as many students as possible.

3. A third problem that confronts the teacher in using the newspaper as a supplement to the basal reading series might be adverse criticism from a few colleagues. Such criticisms from fellow workers, from those outside of the special education department particularly, will probably dissipate if the teacher takes time to explain the program.

Blair, in his book Diagnostic and Remedial Teaching says, "it is most desirable that an abundance of material in magazines and newspaper form be provided. Teachers find that pupils will

read nothing else."¹ Therefore, the resourceful teacher may wish to find wholesome magazines on the newsstand which deal with western or detective story themes. It may be argued that such material is unworthy of being read in schools. As long as material is not vicious or immoral, it may serve the useful purpose of getting a retarded child to read. A good rule to follow is: BEGIN WHERE THE PUPIL IS, EVEN IF IT MUST BE WITH THE COMICS.² Only by beginning there and working patiently and long, can the pupil be led to more worthy selections.

If this unit is to be of help, it must be used as a guide and not as a blueprint. Although it contains a number of specific suggestions, it is obviously not all inclusive. Therefore, suggested activities are intended only to be illustrative. Each teacher will be able to expand on these suggestions and to improvise others. As Holmes says, "Many ideas grow better when transplanted into another mind than in the one where they sprang up;" so too, this unit presents no final solutions to the problem of teaching reading and the related Language Arts at the junior and senior high levels. It merely describes one approach. It will be up to each individual teacher to take it from here.

¹ Glenn Myers Blair, Diagnostic and Remedial Teaching, New York: The Macmillan Company, 1956, p. 205.

² Reading Instruction in Secondary Schools, National Education Association Research Bulletin, Vol. 20, No. 1, January, 1942, p. 22.

REASON FOR SELECTING UNIT TOPIC

The newspaper represents a major source of reading for the adult retarded. The retarded youth needs to be encouraged to read for information as well as entertainment. The newspaper provides an inexpensive resource for both.

GENERAL OBJECTIVES

1. To improve language arts and communication skills.
2. To stimulate students to seek knowledge applicable to daily living.
3. To encourage the students' use of the newspaper as adults.
4. To intensify an awareness of the community and the world.
5. To help pupils understand the importance of mass communication.

SUB-UNITS

- | | |
|--------------------------------|-------------------------------------|
| 1. Community orientation | 6. Money management |
| 2. Occupations | 7. Homemaking and home repair |
| 3. Leisure time and recreation | 8. Transportation |
| 4. Weather | 9. Social issues |
| 5. Local history | 10. Place relationships (geography) |

11. Famous personalities

12. Safety

13. Health

CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Compute batting averages
2. Compare wins and losses of sports teams
3. Do problem solving in determining cost of an ad.
4. Figure pay from an hourly wage
5. Figure profit from sale of an item
6. Measure newspaper content in column inches
7. Compute tax using tax base
8. Figure food costs by using grocery ads
9. Make change from purchases
10. Estimate costs of items and ads

B. Social Competency Activities

1. Group discussion on social topics
2. Evaluating acceptable and non-acceptable behavior as reported in the newspaper

3. Role playing

4. Scheduling leisure time activities by using the schedule in the newspaper

C. Communication Skills Activities

1. Express self clearly and concisely
2. Increase speaking and writing vocabulary
3. Summarize material read

4. Express thought in complete sentences
5. Use correct punctuation
6. Be an effective listener
7. Increase rate of reading
8. Develop oral expression
9. Use a telephone
10. Write letters
11. Use listening skills to evaluate and interpret oral communication
12. Write experience charts
13. Read signs, labels, and ads
14. Write stories, make booklets, and label pictures
15. Use index skills
16. Classify material
17. Become selective and make judgments
18. Do proof reading ,
19. Interpret headlines and other printed material

20. Draw conclusions
 21. Make comparisons
 22. Predict outcomes and consequences
 23. Follow directions
 24. Use skill of skimming
 25. Use the dictionary and encyclopedia
 26. Use related materials and previous concepts developed
 27. Develop sequence skills
 28. Organize ideas
 29. Select pertinent facts in an article
 30. Read for pleasure and enjoyment
- D. Safety Activities
1. Find safety articles in the newspapers
 2. Interpret accident reports
 3. Make charts and graphs from statistics found
- E. Health Activities
1. Check weather reports and select appropriate dress

2. Plan a menu using the grocery ads
3. Learn nutritional value of foods that
are advertised

F. Vocational Competency Activities

1. Help develop responsibility by picking up newspapers
at the sub-station and delivering them to the class-
room
2. Follow directions
3. Accept criticisms and suggestions
4. Evaluate own background and list characteristics
for employment
5. Apply for a job
6. Interview a resource person

VOCABULARY

advantage	arrangement	basketball	caption
advertisement	articles	bride	cartoon
appliance	artist	buying	casual
application	baseball	calendar	classified ads

classify	farm news	location	purchase
column inch	fashion	magazine	qualifications
comic strip	feature	major	rate
compare	football	minor	recipe
conclusions	goal	mistake	relay
correspondence	graph	model	reliable
corresponding	guarantee	national news	religion
cost	headline	news agency	responsible
date line	help wanted	newspaper	results
derby	hit	obituaries	run
dictionary	hurdle	olympics	sales tax
direction	illustration	opinion	schedule
drawing	index	personal	science
editor	inning	photograph	score
editorials	journal	photographer	serial story
exact	key	poem	services
employee	language	politics	shopping
employer	leisure time	products	signs
fact	local news	profit	sketch

society	syndicate	traffic	want-ads
sports	tally	transportation	weather
styles	tennis	unusual	wire service
subjects	touchdown	vital statistics	world series
subscription	track	vocation	write-up
sub-station			

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON I

To point out examples of functional reading done by junior high students.

Use the bulletin board (previously prepared) to introduce the unit. Ask, "What have you read today?" Invariably some students will say, "Nothing." Find out if any of them have looked at their watches or a clock. "How did you know what time it was? You 'read' the time. Did you see any signs on your way to school? e.g. traffic signs, street signs, billboards, etc. Have you noticed the date? Did you look at the calendar? Did you see the year, the month, the day? Then you read it. You received a schedule card this morning in Home Room. Did you look at it? What did you see? Your name - then you read it to know it was yours and not someone else's." Draw the conclusion that we do lots of reading every day and don't always use a "book". "That's exactly what we are going to do for reading this year. Sure we are going to have reading - but not from a book as most of you have been used to. So, can you think of

Bulletin Board

Examples of functional reading:

clock

TV schedule

School schedule card

Traffic signs

Calendar

A recipe

Comic Strip

Cartoon

Poem:

There was a young

lad so some say,

Who never felt merry

or gay.

Then he took a good

look

And picked out a

book

And he laughed for

the rest of the day.

-Anon.-

Full page picture

from Life or Look

magazine.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson 1 (cont.)

something you could read that we could have every day, that would be different every day, have lots of kinds of stories, and be of something of interest to all of us?"

Elicit from the group that it is the newspaper that will be used.

Make arrangements with a student to bring the newspapers to school each day from the newspaper sub-station.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
<p>LESSON II</p> <p>To ascertain the knowledge students' possess concerning newspapers.</p>	<p>Get reactions from the group:</p> <ol style="list-style-type: none">1. "Do you read any newspaper now?"2. "Which part do you read?"3. "Do you ever look at magazines?"4. "Which do you like best - magazines, newspapers or books?"5. "Why do people buy a newspaper?" (Not expensive, current news, information that can't be found in books)6. "How can a newspaper help you?"7. "What kinds of things must you know to be well informed?"8. "Is there more than one type of newspaper?" <p>Show film, <u>Mightier Than the Sword</u>.</p>	<p>Establish a display in the classroom for students to use: include newspapers (children's, daily newspaper from local community and <u>Des Moines Register</u>); books with low reading level but high interest level; comics; etc.</p> <p>Film: <u>Mightier Than the Sword</u> Bureau of Audio-Visual Instruction, Extension Division, State University of Iowa, Iowa City, Iowa, 52240.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
<p>LESSON III</p> <p>To become familiar with contents of the newspaper.</p>	<p>"In a newspaper is there one part you like best? What do you read first? What do you do with a newspaper the first thing?"</p> <p>Distribute class copies of newspapers. Spend several minutes looking through the newspaper - browsing - to get an over-view of what it contains. Take time to discuss any story, ad, comic, cartoon or headline that any child shows an interest in.</p> <p>Make a list of different words students use:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>headline</p> <p>sports page</p> <p>comics</p> <p>local news</p> </div> <div> <p>weather</p> <p>index</p> <p>TV guide</p> </div> </div> <p>Such words describe the various parts of the newspaper. Revise this list and keep it up-to-date throughout the unit.</p> <p>Discuss what you do with newspapers besides read them: wrap garbage, burn them, sell them, use</p>	<p>Class copies of the daily newspaper.</p> <p>Film: <u>Trees to Tribunes</u> I-533 (I-C) University of Iowa</p>

OBJECTIVES

Lesson III (cont.)

ACTIVITIES

as floor protective covering immediately after scrubbing, or at the entrance on a rainy, snowy day, set wet shoes or boots on them, papier-mache in arts and crafts, insulation, start a camp fire or fire in the fireplace, cover the desk if pasting or painting etc.

RESOURCE MATERIALS

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
<p>LESSON IV</p> <p>To become familiar with contents of the newspaper. (cont.)</p>	<p>Provide a review of the vocabulary list of the different parts of newspaper by dividing bulletin board into sections. Make caption for each section.</p> <p>Students may make captions by: stencil, cutting out headings from newsprint, cutting letters using colored comic pages. Decide on the size of the letters that should be used so they can be seen from all parts of the room. Draw around letters (already have a pattern) or cut own letters from previous letter cutting experience. Mount on space allotted on bulletin board. While committee is working on captions others will find examples from their newspaper to fit into each category. Cut out news item and be ready to justify placement in a certain category in the group discussion that follows. Let the group decide whether each example is descriptive enough to take a permanent place on the bulletin board.</p>	<p>Letter patterns for bulletin board captions.</p> <p>Scissors for cutting.</p> <p>Class copies of the newspaper.</p> <p>Film: <u>Current events: Understanding and Evaluating Them</u> U-6113</p> <p>University of Iowa</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
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Lesson IV (cont.)

(Save items found but not used, for activity that follows)

See film, Current Events: Understanding and Evaluating Them.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
<p>LESSON V</p> <p>To become familiar with contents of the newspaper. (cont.)</p>	<p>Begin individual activities. Each student will develop own notebook or scrapbook. First item to be included is the vocabulary list previously developed. Copy and place in notebook. Leave space to add to this list. From this list the notebook will be divided into sections. The students are to find an example for each section and paste in the notebook. The result is to make individual books to show knowledge gained and to establish a system for keeping items of interest from the newspaper. As each clipped article is entered into the book it should be dated and the source from which it was obtained should be cited. (Name of newspaper, magazine, comic book, etc.)</p> <p>While students are working independently on above activity individual help may be given to those needing more direct help. Several may come together</p>	<p>Class copies of newspaper.</p> <p>Supply of newsprint to use for notebooks. (Cut to 8½ x 11 inches for notebook size.)</p> <p>Paste and scissors</p> <p>Individual notebooks supplied by students (folders can be made from oak tag if preferred)</p>

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson V (cont.)

for group work with the teacher. With this group decide on the specific item being sought, for example, a national news article. Review with students the differences between local, state and national items. "Who cares about the story?" This question can help determine whether the news story is of national, state, or local interest. Find an example of each and point out why each is classified as it is - and that the dateline gives a good clue. Explain that the dateline is the place where the story originates - the name of our town would be local, anything about Iowa would be state news, Washington D.C., New York, etc. would pertain to national news.

Local

Elderly Man Hurt Falling On Walk

William Richard Barry, 96, of 1311 Aetna, was treated at Mercy hospital Thursday afternoon for cuts on his forehead and chin suffered when he fell on the sidewalk in the 400 block of Jefferson. He was dismissed after treatment.

State

Delay State Wage Hikes

DES MOINES (AP) — State employees granted pay increases by the 1967 legislature will have to wait a month before getting their raises.

A spokesman for the state comptroller's office said Thursday the pay hikes will not show up until the Aug. 7 payroll checks are issued.

The raises for some 15,000 employees, averaging about 5 percent for most workers, were scheduled to start July 22.

Governor Is Fishing

However, the legislature did not adjourn until last Sunday, the first day of the fiscal year, and most appropriation bills are awaiting the signature of Gov. Harold Hughes, who is on a 10-day fishing trip.

July pay day also will be late for about 24,000 persons receiving old age assistance. Their checks ordinarily would have been mailed last Saturday but will not be sent until Monday.

Welfare officials said they do not know when some 11,500 aid to dependent children checks will be mailed.

National

Settlement In Rail Dispute

WASHINGTON (AP) — A Presidential board announced Saturday a "final and binding settlement of all issues" in the dispute between 71 railroads and the railway conductors and brakemen.

The terms for the 14,000 union members were not announced but it was understood the agreement to be worked out in detail provides for a six percent wage increase retroactive to last Sept.

1. The contract is to run to June 30 of next year.

The Rt. Rev. Msgr. George C. Higgins, chairman of the three-member panel named on May 30 by President Johnson, said both sides "have executed a memorandum of understanding which provides the basis for a detailed agreement to be executed at a later date.

No Details Yet

"The details of the settlement will be released at that time," he added.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON VI

To learn to classify news stories according to local news, state news, national news.

Read these headlines to the class. Give students an opportunity to decide if the stories are of local, state or national interest. Review "who cares about the story" concept previously developed.

1. Damage is Heavy in Waterloo Disturbance (state)
2. Modern New Testament is Big Paperback Seller (national)
3. People Are Changing Minds About LBJ (national)
4. Cubs are Dying Slowly (national)
5. Polio Vaccine Available at City Health Center (local)
6. Mayor to attend Water Show at River Front (local)
7. Hail, Wind in West Iowa (state)
8. Area Man Killed in Car-Train Crash (local)
9. Governor Signs New Tax Bill (state)
10. Rail Strike Begins Today (national)

As a follow-up activity let students select their own headlines and then classify according to "Who cares about the story?" (national, state or local story)

Prepare a bulletin board display - make captions:

Daily Newspaper

Bulletin Board

Film:

Effective Listening
U-5618

University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
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Lesson VI (cont.)

National News Story, State News Story, Local News Story. Find news stories to place in each category. Students should be ready to justify selection and placement of each story.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

LESSON VII

To conduct a survey
to find out how much
time we spend at home
looking at and reading
the different parts
of the newspaper.

"Now that we've looked at the newspaper and have seen the different parts of it let's take a survey." Take time to develop this term in a broad concept, and then in terms of the specific intent for this lesson.

"This survey is going to find out just how much time we spend looking at the newspaper at home. There is a reason for doing this. When we finish studying the newspaper at the end of the year we will take another "survey", to see if the amount of time you spend reading the newspaper has changed."

Distribute survey forms to the class. Students are to check each category as honestly as they can as to the accurateness of the time they spend. Because of the reading difficulties of some students it may be necessary for this activity to be teacher directed.

Select a committee to tally the results of the survey and prepare a report to present to the class.

Survey sheets dittoed and prepared for distribution to class.
(See sample, next page)

Film:
Newspaper Story
U-3027

State University of Iowa
Iowa City, Iowa

SURVEY ABOUT NEWSPAPERS

PURPOSE: To find out how much time is spent outside of the classroom reading a newspaper.

DIRECTIONS: Make an X in the column that best tells about your reading habits and indicate the approximate time spent reading by writing down the number of minutes.

	READING HABITS				TIME
	USUALLY READ	OCCASION- ALLY READ	SELDOM READ	NEVER READ	APPROXIMATE TIME SPENT
ADVERTISEMENTS					
CARTOONS					
COMICS					
CLASSIFIED ADS					
EDITORIALS					
ENTERTAINMENT (other than movies, radio and TV)					
FARM NEWS					
FEATURE COLUMNS					
HEADLINES					
INDEX					
LOCAL NEWS STORIES					
MOVIE SECTIONS					
NATIONAL NEWS STORIES					
PICTURES					
PUZZLES AND GAMES					
RADIO					
STATE NEWS STORIES					
SPORTS					
TV GUIDE					
VITAL STATISTICS					
WEATHER REPORTS					
WOMEN'S PAGE					

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON VIII

To learn to use a newspaper index.

Find the index in the daily paper. Discuss use of it. Be alert that the index may be concealed by another name: "On the Inside" (Burlington Hawk-Eye) or "Where to Find It" (Des Moines Register). Find the index in the local paper. "Where is it located? What does it tell us? Why is it important to use it?"

Distribute worksheets (see next page)

Daily newspaper

Worksheet prepared and dittoed about using the index.

On The Inside

Where to Find It:

Late Local	3	Comics	4-S	TV, Radio	11
Comics	15	Editorials	6	Weather	8-9
Crossword	16	Markets	12	Women	9
Deaths	12				
Editorial	4				
Movies, Radio, TV	5				
Sports	10-11				
Women's News	8-9				
Servicemen	7				

Lesson VIII (supplement)

DAILY NEWS INDEX

<u>Features</u>	<u>Page</u>	<u>Features</u>	<u>Page</u>	<u>Page</u>
Bride	15	Fashions	16	Obituaries 24
Classified Ads	25	Food	17	Patterns 16
Comics	27	Horoscope	26	Serial Story 13
Crossword	28	Love Matters	14	Sports 22
Editorial	4	Movies	5	TV, Radio 5
				Weather Report 1

Directions: Use the index of the Daily News to see what page you would turn to in the newspaper to find the following:

- the baseball scores _____
- a story to read _____
- help wanted ads _____
- the buy of the week at the grocery story _____
- a recipe _____
- how the editor felt about a news event _____
- what the temperature will be tomorrow _____
- the channel for a TV program _____
- news about Dagwood _____
- notice about a death _____
- the time a movie starts _____
- a word game _____
- advice about going steady _____
- predictions based on the planets _____
- what the well-dressed person is wearing _____

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON IX

To learn to get main
idea from a headline.

Save every main headline from paper for one week.
Cut these out and date. Look at them closely to determine what are the main subjects each are about. Classify according to subjects. Which are repeated? Repeat activity two weeks later. Classify according to subjects again. Compare to original collection. Now which subjects are repeated? Draw inferences - What does this mean? Why has this happened?

Daily newspapers

Lesson IX (Supplement)

**Rusk Claims US
Will Stand Firm
Hughes Praises
New Tax Package
Movement Grows
For Tax Increase**

Lesson IX (Supplement cont.)

New Racial Violence Order Federal Troops To Detroit

Lesson IX (Supplement cont.)

Troops Force Detroit Calm 33 Dead From Detroit Riots

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON X

To become familiar with
the editorial page.

"Use the index of your paper and find the editorial page. What do you see on this page?"
(letters to the editor, editorials, cartoons, columns written by experts in their field regarding national and world affairs.)

"What is an editorial?" (an opinion)

"What is the difference between fact and opinion?"

Read poem "The Blind Men and the Elephant"
by John Godfrey Saxe.

Discuss this poem. "Does it show opinion or fact?" List the six opinions that the blind men had.

"What is a 'letter to the editor?'"

"Could we write to the editor?"

"What might we write about?"

Daily Newspapers

Poem - "The Blind Men and the Elephant" by John Godfrey Saxe (see next page)

Film:

Small Town Editor

U-3952

University of Iowa

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson X (cont.)

Follow-up activity: Compose a letter to send to the editor concerning a local situation which may affect the students, e.g., lack of supervised recreational facilities, needed traffic signals at busy intersections, etc.

Lesson X (Supplement)

The Blind Men and the Elephant John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind).
That each by observation
Might satisfy his mind.

The first approached the elephant
And happening to fall
Against his broad and sturdy side,
At once began to bawl,
"God bless me! but the elephant
Is very like a wall!"

The second, feeling of the tusks,
Cried, "Ho! What have we here
So very round and smooth and sharp?
To me 'tis might clear
This wonder of an elephant
Is very like a spear!"

The third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the elephant
Is very like a snake!"

The fourth reached out his eager hand
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain;" quoth he;
"'Tis clear enough the elephant
Is very like a tree!"

The fifth who chanced to touch the ear,
Said "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an elephant
Is very like a fan!"

The sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though he was partly in the right
And all were in the wrong!

OBJECTIVES

LESSON XI

To learn to interpret pictures without reading printed material under the pictures.

ACTIVITIES

Devote one class period to collecting pictures from the newspaper or magazines. Select one word that would tell where each picture happened. Decide on another word that tells who is the important person or thing pictured. Choose one word that could tell when this happened. Make one sentence in the student's own words that could tell why this picture is news.

Paste the pictures on 8 $\frac{1}{2}$ " x 11" construction paper. Under each picture type or print the sentence that the student has developed. Check for errors. Be sure each picture is dated. Staple all pages together for a "book" that can be used for future reference.

A contest among the class members could be held to choose the best illustration for the cover

RESOURCE MATERIALS

Daily newspapers or magazines.

Construction paper cut 8 $\frac{1}{2}$ " x 11".

Paste, scissors, stapler.

Film:
Making Books
U-2477
University of Iowa

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XI (cont.)

of the book.

Note to the teachers:

Pictures collected may be dry mounted for permanent file.

OBJECTIVES

LESSON XII

To learn to recognize the main idea from a news picture.

ACTIVITIES

Select a news picture from those collected by the class. Ask the students the following questions to encourage discussion:

- a. "What is the main idea in the picture?"
- b. "Who are the people?"
- c. "What has just happened?"
- d. "What is happening now?"
- e. "What might happen next?"
- f. "Why is this picture news?"
- g. "Does this picture tell a story?"

Write sentences on chalkboard about the picture as students dictate. Select a good title for the picture and the story. Students may work independently or in small groups creating stories about pictures. As stories develop and are completed staple them together into a "book" for the reading table.

RESOURCE MATERIALS

Daily newspapers.

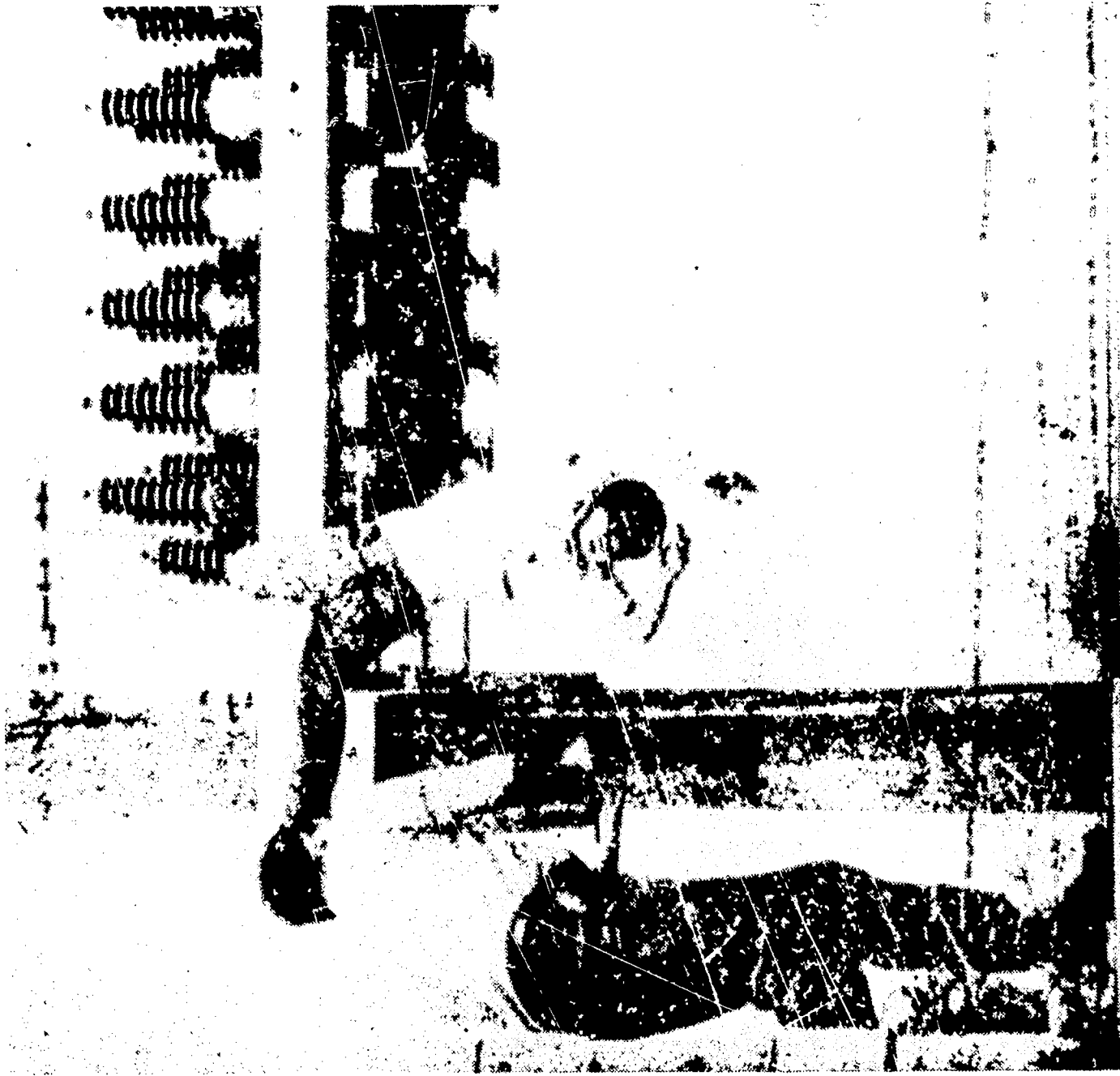
Film:
Punctuation for Beginners (Primary)
U-5651

Film:
Why Punctuate? (Intermediate - High School)
U-2845

Film:
Punctuation-Mark Your Meaning (Int.-High School)
U-2530

Available from:
State University of Iowa, Iowa City

Lesson XII (cont.)



OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XIII

1. To provide practice in sequential development.
2. To develop ability to match printed material to pictures.

Show students the first two pictures in the series, using opaque projector. Let the group decide what might develop next. Show first four pictures and decide what will happen. Show the first five pictures and let group describe what the last picture might show.

Write a sentence to go with each picture. Also write thought captions to show what each person might be thinking or saying.

Cut strip apart. Paste pictures on separate cards. Have students assemble them in proper order. Mount sentences and thought captions on oaktag. Match them to the corresponding pictures.

Direct students to write a story about "Henry" in their own words.

Sample: A Half Fish Story

One hot summer day Henry wanted to go fish-

"Henry" cartoon strip

Opaque projector

Oaktag

OBJECTIVES

Lesson XIII (cont.)

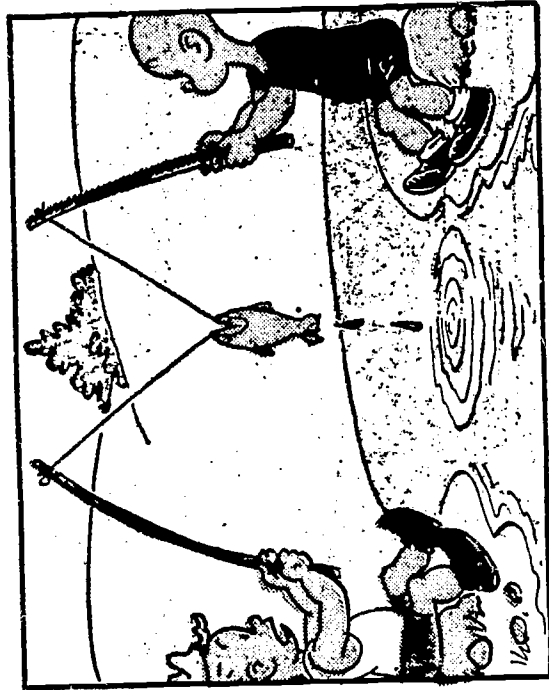
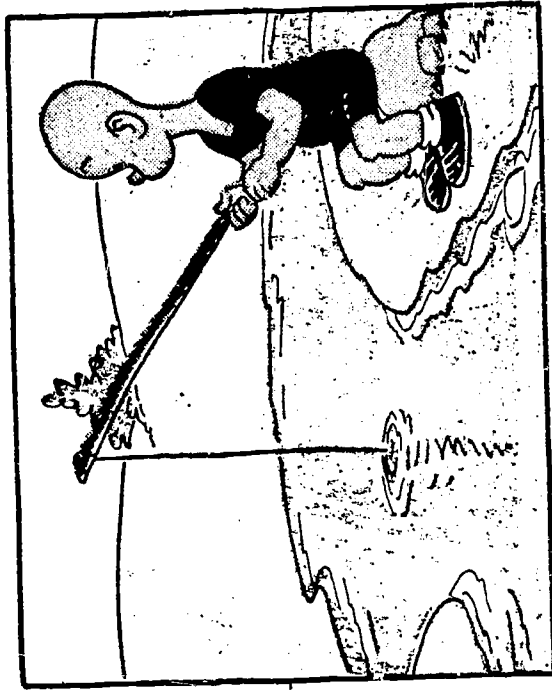
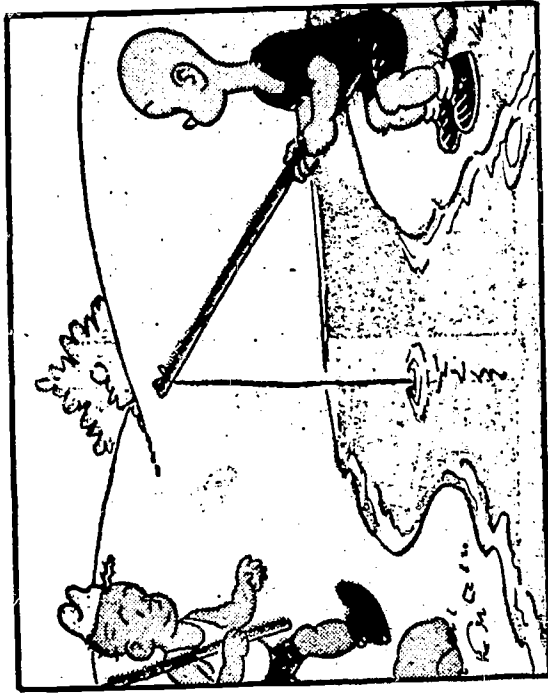
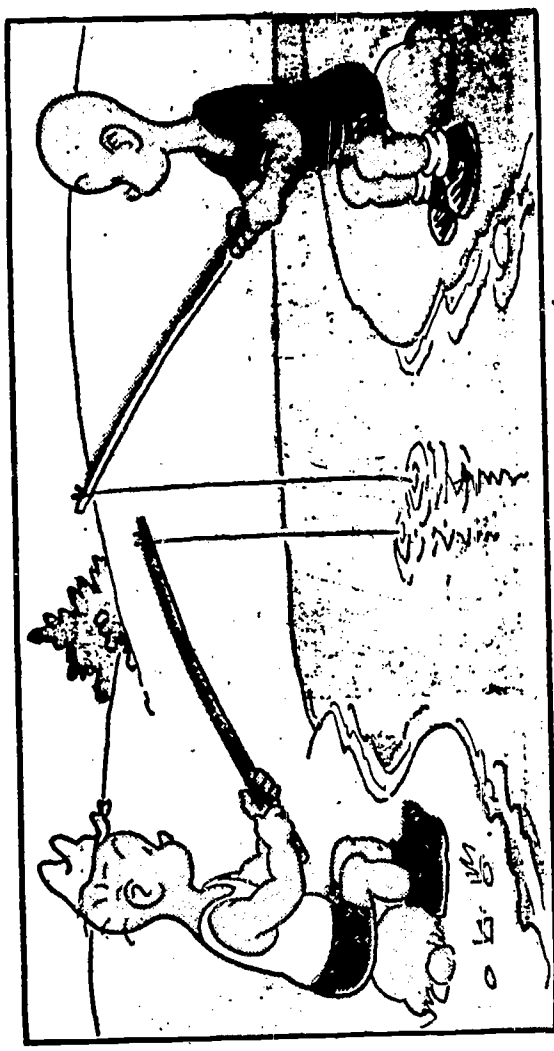
ACTIVITIES

ing. He got a stick and tied a string to the end of it and put a hook on it. He sat and sat. Along came Tom. He found a good rock to sit on and fished across from Henry. He was pretty close. Henry said he was too close, but Tom wanted to sit on that rock. Tom and Henry both caught the same fish. Neither wanted to give it to the other boy. Henry got his knife and split the fish in two. Did you ever go fishing and catch a half a fish?

RESOURCE MATERIALS

by CARL ANDERSON

HENRY



RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

LESSON XIV

To compare a photograph and a drawing or sketch.

Find examples of photographs and drawings or sketches in the newspaper. Study and discuss the differences. Point out that a photograph indicates that a photographer recorded the incident on the spot. An artist's drawing is more general and is often used to explain something.

Compare an artist's conception of the new high school building (or any sketch available) with the real building. What is the difference? When would it be best to have a photograph? Why is it necessary to have a drawing?

Divide class into committees. Assign one group to take a photograph with a camera; another group to prepare a drawing or sketch. Discuss what to photograph, sketch, etc.

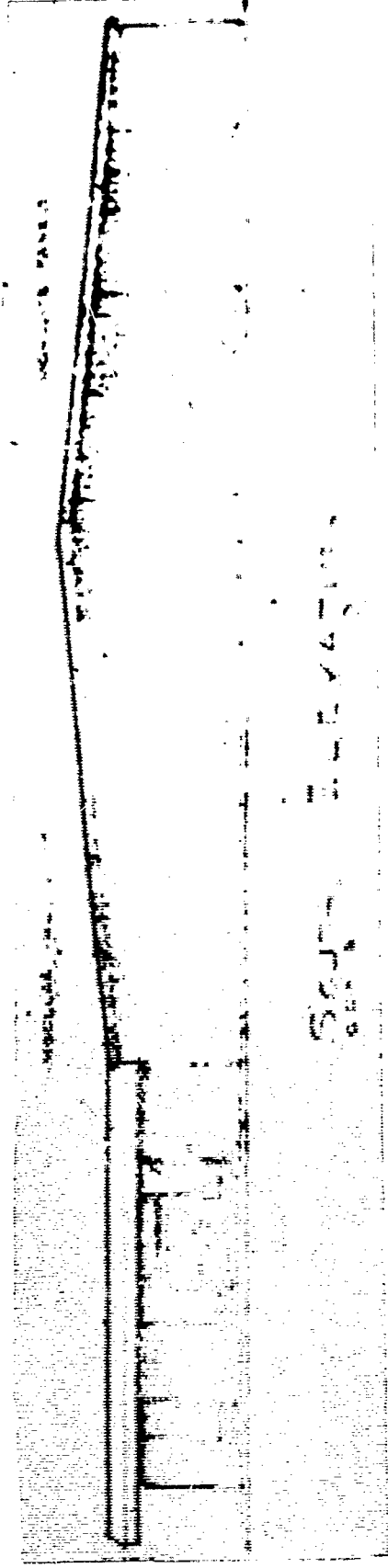
Drawing paper for class to use to make own illustrations.

Newspapers and magazines to use to locate drawings and photographs.

Camera and film

Film:
Photography
U-2244
University of Iowa

Lesson XIV (Supplement A)



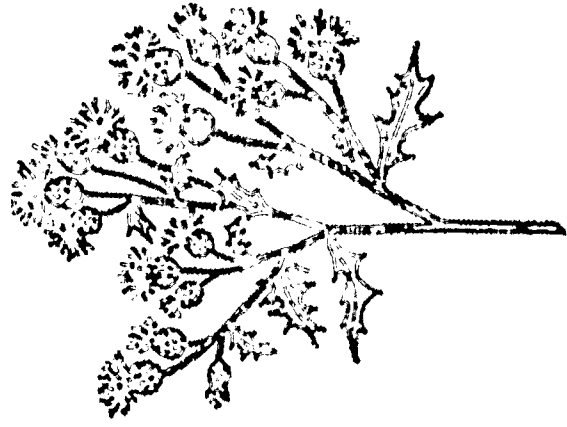
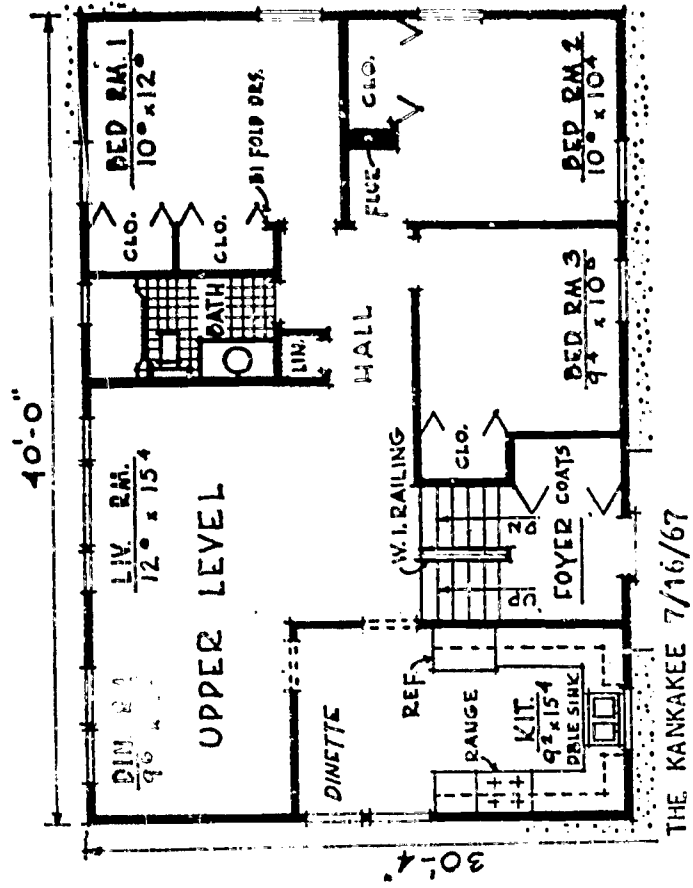
Come November:

This is the architect's conception of what a traveler will see looking north from US 34 at the new vocational-technical building for Southeast Iowa College. The 3,000-square-foot building will house office personnel in the left wing, 40 by 70 feet. The main section, 100 by 312 feet, will house nursing, drafting, physics, electronics, electricity, mechanics, auto body, general classrooms, library, welding shop and auto mechanics classes.

Lesson XIV (Supplement B)



Police Sketch of Suspect



Canada Thistle (*Cirsium arvense*).

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XV

To become aware of the types of advertising found in the newspaper.

Ask the following questions to stimulate discussion: "Do you ever read the ads in the paper? Is there more than one kind of ad? Why are there ads in the paper? What is the advantage of advertising?"

Read the poem "Codfish and the Hen". "What would this have to do with the newspaper?"

The codfish lays ten thousand eggs,

The homely hen lays one.

The codfish never cackles

To tell you what she's done.

And so we scorn the codfish,

While the humble hen we prize,

Which only goes to show you

That it pays to advertise.

-Anon.-

Discuss the different types of advertising that are found in the classified section and the ads that advertise products or services. Discuss that the classified section tells about the following:

Daily Newspapers.

Poem "Codfish and Hen" - Anon.

Film:

Poems Are Fun

U-3742

University of Iowa

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

Lesson XV (cont.)

1. For Sale
2. For Rent
3. Work Wanted
4. Help Wanted
5. Lost and Found

Businesses advertise in newspapers so that people will buy their products or services. Products are things that are made in factories; services are things that businesses or people do for people.

Find examples of different kinds of advertising in the newspaper.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XVI

To determine how much of the newspaper is devoted to news and how much to ads.

Divide a newspaper - one edition - among the class. Have students measure the column inches on each page to find out how many inches are devoted to news and how many inches are devoted to advertisements. Total results from the class for entire newspaper. Show results on a circle graph and a bar graph in order to visualize the comparison. More able students might convert findings to percentages.

Daily newspapers.

Rulers

Compass

ACTIVITIES

OBJECTIVES

LESSON XVII

To learn about locating and answering an ad.

Assign to students the task of locating ads in the classified section. Cut out examples for the following ads:

1. A job you are interested in.
2. Something you would like to buy.
3. An ad advertising a motor bike for sale.
4. Best buy on an appliance for your home (washing machine, refrigerator, air conditioner, television, etc.)
5. A used lawnmower so you can mow yards and earn money.
6. An ad of your own choice.

Dramatize how you would go about answering this ad:
(Examples)

1. Go to the place where the item is offered for sale and see it. Make your own judgment about decision to buy.
2. Call on the telephone to the owner.

Daily Newspapers

Film:
Getting a Job
U-3809
University of Iowa

OBJECTIVES

Lesson XVII (cont.)

ACTIVITIES

3. Write a letter.
4. Call the newspaper office to inquire about the ad.
5. Have mother and dad inquire about the ad.

RESOURCE MATERIALS

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XVIII

To establish a criteria for evaluating product to be purchased through a classified ad.

"What are some things you need to know about an item before you buy it?"

Examples the discussion should bring out:

1. How much does it cost?
2. What size is it?
3. Does it work - or is it in need of repair?
4. What color is it?
5. How much has it been used - and by whom?
6. The reasons the people are selling it.
7. Availability of parts - which parts have been replaced?
8. Is item a name brand?
9. Whether or not it still has a guarantee.
10. How much service has been needed on the item?

Write experience chart listing the important points brought out.

Daily newspapers.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XIX

1. To locate specific advertisement.
2. To develop understanding of tax and how it applies to daily living problems.

Class assignment:

"The family is shopping for a good used car. Use the classified ads to find out the following things:"

What is the best price for the model you want?

What would a new car of this make cost?

How much do you save by buying the used model instead of a new one?

Do you have to pay sales tax on the used car?

Do you have to pay sales tax on the new one?

What would the sales tax be on a new \$2600 car?

Other activities:

Girls could find cost of new vs. used appliance, such as, stove, refrigerator, etc.

Daily newspapers.

Lesson XIX (Supplement)

CHEVYS

1965 CHEVROLET\$1895
Impala V-8 Hardtop, 327 engine,
radio, heater, automatic and full
power.
1964 CHEVROLET\$1645
Chevrolet Corvair. One owner and
low mileage, real clean.
1963 CHEVROLET\$1395
Chevrolet Impala V-8 Sedan. Radio,
heater, automatic. Spotless.

Opening evenings till 9.

LANGHURST

MOTORS INC.

1962 CHEVROLET

STEP-VAN

Would make an ideal camper.

\$395

Smith Motor Sales

100 S. E. Everett

2-8031

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XX

1. Your uncle gave you his old suit. It is too big. Which ad would you use to get it fixed so that you could wear it?
 2. After you cleaned the basement you had several things you didn't need any more. Is there an ad that you might use?
 3. There is a lady who lives next door that wants to have someone trim her yard. Which ad should you tell her about?
 4. Mother said you could get a job if you could be home on Sunday.
 5. Your aunt wants to get part-time work this summer.
- Give group a chance to ask teacher questions about an ad.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XX

To interpret classified ads.

"Let's look at two kinds of ads in the paper."

Daily newspapers.

Show examples of classified ads and display under the headings:

Opaque Projector

Work Wanted

LAWN SERVICE

- 1 Lawn mowed, edged and trimmed as desired. Phone 754-5731 extension 2170 or 2288.
- 2 DRESSMAKING and alterations; all kinds of alterations. Phone 752-4361.
- 3 SEWING, dressmaking, alterations on men's and ladies' clothing. Phone 754-4503.
- 4 TRASH HAULING. basement cleaning. Buy junk, antiques, tools. Phone 754-4829.
- 5 WILL DO babysitting in my home. prefer 2-3 year olds. Phone 754-5997.
- 6 BASEMENT CLEANING and trash hauling. 752-3798 after four.
- 7 WILL DO IRONINGS in my home. Call after 5. 752-7559.

Male-Female Help

- 1 WOMAN to clean rooms. Full or part-time work. Hawkeye Hotel.
- 2 USHERS and candy attendants. Must be 16. Apply in person, Palace Theatre.
- 3 WAITRESS 6 a.m. to 2 p.m. shift. No Sunday or holiday work. Hawkeye Hotel.
- 4 YOUNG MAN needed for janitor work days. Will continue part time in fall. Apply Klein Memorial Hospital before 3:30 to Mrs. Tolan.
- 5 HOUSEKEEPER for Christian gentleman. small air conditioned modern home. no smokers or drinkers. references exchanged. 752-3921.
- 6 COOK AND COOK'S HELPER Special training course offered for cook. Hours are 10 a.m. thru 6 p.m. but may fluctuate. Please apply in person to Park Manor Nursing Home, 715 Shoquoduck Drive, Burlington.

"What is the difference between these two

types of ads? Which one would you use to look for a job? Which one might do some work for you? How many are for men? How many are for women?"

"Using the ads above answer the questions by putting the number of the ad in the space."

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXI

To interpret classified
ads. (cont.)

"Find and cut out 3 'work wanted' ads. Paste
them here and number them."

1.

2.

3.

Talk about the ads with the class. "Which
ads could you or your family use? How do you
contact the people who will do the work? What
assurance do you have that these people are re-
liable?"

Daily newspapers.

OBJECTIVES

LESSON XXII

To learn to find a job by using the classified ads.

ACTIVITIES

"Find and cut out 3 'Male-Female Help'

ads. Paste them here. Number them."

1.

2.

3.

Talk about the ads with the class. "Which ones should you answer?

"Where is this job?

"What kind of work is it?"

"How would you apply for the job?" (letter, telephone call, or in person)

"What are the hours you would work?"

"What are the wages?"

"How would you go to make personal applications?"

RESOURCE MATERIALS

Francis, Roger and Iftikhar, Sam, How to Find a Job. New Readers Press, Syracuse, N.Y., 1959.

Turner, Richard H., The Jobs You Get. Follett Publishing Co., Chicago, 1962.

Vocational Reading Series, Follett Publ. Co., Chicago. The Delso Sisters,

Beauticians

John Leverson, Auto

Mechanic

The Millers and Willie

B., Butcher,

Baker, Chef

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XXII (cont.)

Do role playing for the job application.
 Some take part of employer - What does
 he need to know?
 Some take part of employee - What
 questions should he ask?

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXIII

To develop an understanding of the cost of placing a classified ad.

Discuss that if you want to put an ad in the newspaper, it costs you money. The cost of the ad depends on two things, the size of the ad and the number of days you want the ad to appear in the newspaper.

Find the Want Ad Rates schedule in the newspaper.

Daily newspapers.
Mathematic Aids
number line
number chart
manipulative devices

A
WANT AD
RATES
And INFORMATION

B
WANT
AD
RATES

28c Per line per day
30 Consecutive days
30c Per line per day
8 to 29 Consecutive days
35c Per line per day
3 to 6 Consecutive days

Pay For 6 Days, Get The

7th DAY FREE!

45c Per line per day
1 or 2 days

Size of Ad	1 Day	3 Days	10 Days
2 Lines	\$.90	\$ 2.10	\$ 4.20
3 Lines	1.35	3.15	6.30
4 Lines	1.80	4.20	8.40
5 Lines	2.25	5.25	10.50

1 time per word 6c
3 times per word 15c
6 times per word 24c
12 times per word 45c
26 times per word 90c

Applies to minimum of 10 words running consecutive days. All words or group numbers are counted as one word.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XXIII (cont.)

What would this ad cost for one day using rates from A?

What would this ad cost for one day using rates from B?

A B

Three days? _____

A Week? _____

HAULING garage and bsmt. clutter, trash. Bartel employing. 266-4791

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
<p>LESSON XXIV</p> <p>To learn to write a "Work Wanted" ad</p>	<p>Discuss placing a "Work Wanted" ad in the newspaper. Consider the following questions:</p> <ol style="list-style-type: none"> 1. What kind of work do you want to do? 2. What experience have you had? 3. What qualifications do you have for this job? 4. How can the employer reach you? <p>Write an ad in this space</p> <p>Write another ad in this space</p> <p>Using the Want Ad Rate schedules in the paper, figure the cost of placing the ad for three days, for a week, etc.</p>	<p>Book - <u>Teen-Agers Prepare for Work Book II</u>, Esther O. Carson, page 49.</p>

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXV

To give further practice
in writing a classified
ad.

Discuss placing "For Sale" ad. Give the
following directions: "Pretend you have a bike
that you have outgrown and you want to sell it.
Write an ad. Figure cost of ad. Determine what
profit would be after selling your bike.
Price you are asking for the bike. _____
Price of ad _____
The difference in the two items is your profit.
My profit is _____

Daily newspapers.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXVI

To learn to use grocery
ads to compare prices

See attached sheets for sample lessons
Prepare lessons using grocery ads, emphasizing functional math skills, the concept of economy in volume buying, etc. See the following sample lessons:

Local Newspapers
displaying grocery
ads.

Basic Numbers 300

1964. The purpose of this book is to help the student read and understand newspaper advertisements and to assist him in using numbers in newspapers ads to his advantage. Difficulty levels grade 1, 2, 3.
Mott Adult Reading
Center
965 E. 7th St.,
Flint, Michigan 48503

Lesson XXVI (sample lesson #1)

GREEN PEPPERS

1. Why might the price be different for the peppers?

2. What would 3 peppers in ad A cost? _____

3. What would 3 peppers in ad B cost? _____

A

10^C

EACH

B

Family Bell Large

GREEN PEPPERS

..... Each **5^C**

1. How much would 5 meat pies cost? _____

2. How much tax would there be on this purchase?

3. What would your change be from \$1.00? _____

**FROZEN
MEAT
PIES**

..... EACH

13^C

Lesson XXVI (sample lesson #2)

A

FRITOS

REG.
29c
PKG.

2^{F O R}49^c

B

The Family's Favorite Snack

FRITOS

29c
Pkg.

25^c

1. Which is the better buy A or B? _____
2. If you would buy 2 packages in B what would you pay? _____
3. How much do you save by using the ad in example A? _____

Lesson XXVI (sample lesson #2 cont.)

1. What does the c.s. and w.k. mean in ad A? _____
2. Using ad B how much would one can of corn cost? _____
3. Using ad A how much would one can of corn cost? _____
4. Is the better buy the price offered in A or B? _____

HY-VEE C.S. OR W.K.			
CORN	5	\$1.00
		<small>303 CANS</small>	
HY-VEE SWEET			
PEAS	5	\$1.00
		<small>303 CANS</small>	

A

RAGGEDY ANN SALE

★ **GREEN BEANS**
 ★ **CORN** Whole Kernel or Cream Style
 ★ **PEAS**
 ★ **RED KIDNEY BEANS**

6 CANS \$1.00

B

U.S.D.A. Grade 'A' Pearl Brand Young 6 to 8 Lb. Sizes

**HEN
TURKEYS**

..... Each

\$2.79

U.S.D.A. Grade 'A' Pearl Brand

TURKEYS

7Lb.

Average

Each


\$2.79

1. How big are the turkeys that are advertised? _____
(Is this saying the same thing in two different ways?)
2. How much do the turkeys cost per pound? _____
3. Is there any difference in the brand in the two ads? _____
4. Could some turkeys weigh more than 7 pounds? _____
5. Could some turkeys weigh less than 7 pounds? _____
6. Is it important to check the weight of each turkey that you buy? _____

Lesson XXVI (sample lesson #3 cont.)

Real Hickory Smoked
SLICED BACON **Reg. 89c**
1 lb. Pkg. **69c**

A


HY-VIZ SUGAR-CURED
BACON **..... lb.** **79c**

B

1. How much do you save by buying the bacon in example A? _____
2. How much would 2 pounds of bacon cost in example A? _____
3. How much would 3 pounds of bacon cost in example B? _____
4. Why would you have reasons to buy the bacon in example B rather than the cheaper price in example A? _____ (discuss convenience of the store, may be doing weekly shopping there)

Lesson XXVI (sample lesson #4)

Using the full page grocery ad find the answers to these questions:

1. How much does one dozen donuts cost? _____
2. How much would $1\frac{1}{2}$ dozen donuts cost? _____
3. How many cupcakes do you get for 39¢? _____
4. How much would one dozen cupcakes cost? _____
5. How much is just one cupcake? _____
6. If you buy one pound of ground beef and one package of buns, what will be the cost? _____
How much tax? _____
7. Which is the least expensive cereal to buy this week? _____
8. What would you pay for 6 cans of pop? _____
9. How much are one dozen eggs? _____
10. Which is cheaper, cinnamon bread or white bread? _____
11. Your dog eats one can of dog food every day. You are going on vacation and the neighbor plans to feed your dog for you. If you plan to be gone one week how many cans of dog food should you buy?
_____ How much will they all cost? _____

DISCO

★ ★ ★ FOODS

600 S. MAIN



WE WILL BE HAPPY
TO CASH YOUR
PAYROLL CHECK

★ OPEN 7 DAYS
A WEEK ★

8 A.M. TO 9 P.M. DAILY
FRIDAY 8 A.M. TO 10 P.M.
9 A.M. TO 5 P.M. SUNDAYS

★ LOTS OF
FREE PARKING ★

SEALTEST
Cottage Cheese
2-LB. CARTON **39^c**

HORMEL
SPAM
12-OZ. CAN **49^c**

PODGERS
COFFEE
2 LB. CAN **99^c**

QUALITY INSTANT
Potato Flakes
2-LB. CAN **89^c**

3 DIAMOND MANDARIN
ORANGES
11 Oz. Can **20^c**

DISCO QUALITY MEATS ARE TOPS!

FINEST FRUITS and VEGETABLES AT DISCO



FRESH LEAN

GROUND BEEF

Lb.

39^c



FRESH - CRISP

CELERY

LARGE
SOLID
STALK

19^c Each

VALU SELECTED
ROUND STEAK Lb. **75^c**
TENDERIZED STEAK Lb. **85^c**

VALU SELECTED
BONELESS ROLLED
RUMP ROAST Lb. **89^c**
Oscar Meyer Fresh
PORK
LINK SAUSAGE **79^c** lb.
Chunk Style
Bologna **49^c** lb.

MILD
YELLOW ONIONS 2 Lb. **39^c**
CALIFORNIA
SEEDLESS GRAPES Lb. **29^c**

GREEN
CABBAGE Lb. **10^c**
STURKEISSE
Valencia Oranges Doz. **79^c**

VALU SELECTED
CHUCK STEAK Lb. **49^c**

GOOD VALU
SLICED
BACON Lb. **69^c**

RATH SLICED
LUNCHEON
MEATS 4 Varieties 8 oz. Pkg. **39^c**

NO. 1
RED POTATOES 10-LB. BAG **59^c**



CHECK AND COMPARE

REG. POST	41c	RAISIN BRAN	14 Oz. Box	34^c
REG. KELLOGG'S	49c	VARIETY PAK		41^c
REG.	50c	CAPTAIN CRUNCH		42^c
REG. POST	43c	40% BRAN FLAKES	16 Oz. Box	36^c
REG.	9c	LITTLE REN DOG FOOD	Can	7^c
REG. PURINA	3.25	DRY DOG FOOD	25 Lb. Bag	2⁸⁴
REG.	2.29	MORTON'S WATER SOFTENER	100 Lb. Bag	1⁹⁸
REG.	39c	FLAV-O-RITE ORANGE SLICES	28 Oz. Bag	39^c

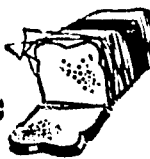
Bakery Specials

TO PERK UP YOUR
OUTDOOR MEALS!

BAKED FRESH DAILY IN OUR
OWN IN-STORE BAKERY

FRESH BAKED
CINNAMON BREAD Loaf

29^c



Good Great with Charcoal Hamburgers
HAMBURGER BUNS Pkg. of 6

19^c

FRESH - TASTY

CAKE DONUTS

Doz.

49^c

ICED CHOCOLATE

CUP CAKES

6 per

39^c

LOW, LOW PRICES

REG. PARST	1.00	BLUE RIBBON BEER	6pk 12 oz. Throw Away Bottles	89^c
REG. SUPER VALU	29c	SALTINE CRACKERS	1 Lb. Box	25^c
REG. FLAV-O-RITE	24c	WHITE BREAD	5 1 Lb. Loaves	1⁰⁰
REG. SHAMROCK-CRUSHED OR SLICED	13c	PINEAPPLE	8 Oz. Can	10^c
REG. GOOD VALU	23c	Oleo Margarine	5 1 Lb. Cartons	1⁰⁰
REG. FLAV-O-RITE FROZEN	13c	LEMONADE	6 Oz. Can	10^c
REG. Poly Bag Flour & Store	38c	VEGETABLES	3 1 1/2 Lb. Bags	1⁰⁰
REG. FLAV-O-RITE FROZEN	37c	ONION RINGS	3 7 Oz. Pkgs.	1⁰⁰

FLAV-O-RITE
COOKIES
Reg. 27c Pkg. **\$1⁰⁰**
4 1/2 Pkg.

GOOD VALU
Peanut Butter
Smooth or Slt. 3 Lb. Jar **99^c**

SNOW DRIFT
SHORTENING
3 Lb. Can **59^c**

GRADE A MEDIUM WHITE
EGGS
3 Doz. **89^c**

SHASTA
CANNED POP
All Flavors **8^c** ea

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS												
LESSON XXVII To read to find information in news stories.	<p>Discuss that each news story tells six important things - who it is reporting about, what happened, how it happened, when it happened, where it happened, and why it happened.</p> <p>Select a news item of local interest. With a colored pencil, underline who the story is about. Do the same for what, where, when, why and how. To make this significant for the students, 6 different colored pencils could be used. To be systematic and uniform each color could be devoted specifically to a certain "w" word. For example:</p> <table><tr><td>who</td><td>red</td><td>why</td><td>orange</td></tr><tr><td>where</td><td>blue</td><td>what</td><td>brown</td></tr><tr><td>when</td><td>green</td><td>how</td><td>black</td></tr></table> <p>Insert the key into the student's notebook for future reference.</p>	who	red	why	orange	where	blue	what	brown	when	green	how	black	Daily newspapers. Sets of colored pencils or outline markers for students to use. Film: <u>More Than Words</u> U-5757 University of Iowa
who	red	why	orange											
where	blue	what	brown											
when	green	how	black											

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXVIII

To make judgments regarding importance of news articles.

"Look at the front page of the paper.

Select 4 news stories (or any number). Decide which one you think is the most important article. Number it 1. Put number 2 on the one you think is the second in importance, and so on."

Compare results with class. Discuss why there are differences in importance (interest of student in topic, knowledge of topic to the student, area from which news comes, etc.)

Daily newspapers.

Film:

Now to Read a Newspaper
U-3321

University of Iowa

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXIX

To learn skill of skimming.

Daily newspapers.

To give the students practice in skimming the newspaper, suggest activities such as:

"Choose the sports page of the paper. List the different kinds of sports reported. Tally report." (Discuss why more space is allotted for some sports than others. (seasonal, major vs. minor sports, important event - world series, bowl football games, Olympics, Kentucky Derby, etc.))

"Would the time of year when you make these lists differ - why?"

"Concentrate on front page of the paper. Decide on one topic. Try to find as many words as you can that tell about this topic and circle these words with colored pencil. Example -

Airplane: transport plane, jets, airfield, airport, vapor trail, paratrooper, flight, heli-

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XXIX (cont.)

copter, etc. Time: today, tomorrow, next year, in two weeks, until Thursday, an hour, etc."

Other needs for skimming include:

1. information from weather report
2. looking for a job in the want ads
3. looking for a particular TV show or the time of a show.
4. finding a name in a news item
5. locating an answer to a specific question
6. noting prices in food ads
7. checking telephone numbers or addresses

Other skimming activities might include:

1. looking for compound words, number words, etc.
2. words with "ing, ed, s" endings
3. days of the week
4. names of months
5. phrases that tell where
6. phrases that tell when

Point out to the pupils that they do not

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XXIX (cont.)

need to read every word. Quickly look over an article to find the specific thing that they're looking for.

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

LESSON XXX

To classify information according to different categories.

Discuss what are the school subjects we have and are most interested in: science, health, social studies, vocations, language art, physical education, math etc. Look for articles from the newspaper that would be in the category of these subjects. After each student presents an article and tells why it should be placed in a particular category have the group discuss his placement.

Another further activity would be to find pictures from the newspaper. Clip photographs and classify according to the headings developed in the previous activity:

Art, music, drama	Industry	Science
Beauty	Labor	Society
Community Projects	Oddities	Sports
Crime	Politics	Styles
Deaths	Religion	Weather

Film:
Getting Yourself Across
 U-5784
 University of Iowa

OBJECTIVES

Lesson XXX (cont.)

ACTIVITIES

Make a bulletin board display emphasizing these interest areas: Jobs, Money, Animals, People, Cars, Sports, etc. Assign committees to work on captions; others to find articles in newspaper regarding these areas. Cut out. Be ready to justify placement in each area. Place only with the consent of group after class discussion.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

LESSON XXXI

To become aware that there are different ways of saying the same thing.

Discuss that there are many different ways of saying the same thing and that the newspaper shows us many examples of this.

Show examples of sports headlines that mean the team or individual won a sporting event. Point out the various words used that mean "win."

Some students may use the dictionary to get leads for suggested words.

Daily Newspapers

Film:
Look it Up!
 (Dictionary Habits)
 U-3325
 University of Iowa

Grayhounds Win

District Crown

DUBUQUE TOPS
WATERLOO, 1-0

Legion Trims
Mt. Pleasant

Twins Coast

By Senators

Tigers Tip Bosox

Sisk Breezes
Behind Pirate
Rout Of Reds

Curley Captures
Tipton Feature

NAB

9TH VICTORY

It's Dodgers
On Pinch Hit
In Ninth, 2-1

Phils Edge
Cards, 4-3

Burlington
Swimmers
Triumph

OBJECTIVES

LESSON XXXII

To read the newspaper for fun and information.

ACTIVITIES

Discuss that reading the newspaper can give the students a wide variety of information, as well as providing an activity which is fun.

Show examples such as:

1. Reading for information:

New Sales Tax Schedule Beginning October 1

DES MOINES—(IDPA)—The state tax commission today announced the new sales tax schedule of charges at the new three per cent rate which goes in to effect on Oct. 1.

The new schedule:

0 to 14 cents — no tax.
15 to 45 cents — one cent tax.
46 to 80 cents — two cent tax.
81 to \$1.14 — three cents tax.
\$1.15 to \$1.45 — four cents tax.

RESOURCE MATERIALS

Daily newspapers.

Film:

What is Money?

U-2373

University of Iowa

Tape recorder and tape

Score sheets

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XXXII (cont.)	<p>How is this new tax schedule different from the old?</p> <p>How much tax do you pay for a 39¢ purchase?</p> <p>How much tax is on a \$1.00 purchase?</p> <p>What is the smallest amount you can buy and have 1¢ tax?</p> <p>What is the smallest amount you can buy and have 2¢ tax?</p> <p>On how much does the 2¢ tax begin?</p> <p>The flashlight that costs \$1.25 has how much tax?</p> <p>2. Unusual items such as the following headlines:</p>	
	<p>Row, Row, Row Your Boat</p>	

ACTIVITIES

OBJECTIVES

Lesson XXXII (cont.)

WINTER'S GNO
AT THE ZOO

'Howe, Dry Farm,
Street Names in N.C.

Senate Lowers Boom On Dodd

Clocks Must Do More
Than Just Tell Time

RESOURCE MATERIAL

ACTIVITIES

OBJECTIVES

Lesson XXXII (cont.)

Have students find examples to put in one section of their notebook. Label the source and date it.

3. Have each student select a well-known person from politics, sports, or entertainment.

a. Collect as many news stories as possible about these people.

b. Using stories collected as a reference, write a paragraph about this person.

c. Do not reveal identity of the person, but give a code number to the written paragraph.

d. Each person tape record his paragraph.

e. At listening center have all students listen to these tapes.

f. Record on score sheet identity of person written about.

g. After sufficient time to give class an opportunity to record answers, evaluate score sheets.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

LESSON XXXIII

To become familiar with the wire services and a news syndicate.

What is a news agency? Talk about Associated Press and United Press-International. These are wire services which are a news gathering organization to whose services local newspapers subscribe.

"To which wire service does the paper we use subscribe?"

How can you tell?"

Have a copy of a strip of wire service as it comes out of the machine. Compare news story in paper to the wire service report.

"Why might two different papers have identical write-ups of a news event?"

#

"What is a news syndicate?"

To which syndicate does our paper subscribe?

What are some of the articles produced by this syndicate?"

Daily newspapers.

Copy from a news service.

LESSON XXXIV

Culminating Activities

1. Plan a trip to the local newspaper plant.

"What will we expect to see?"

How will we go?

What's the kind of behavior we need to exhibit?"

2. Invite reporter or editor to visit the class.

Find out what he does.

Discuss details of his daily work.

3. Make our own newspaper

What should it include?

Plan format. Choose topics to write about.

Select editor, copy reader, etc.

Set a deadline.

4. Take the newspaper survey again.

Compile results and compare to first survey.

Draw conclusions.

5. What kinds of information do newspapers

furnish? Class discussion could result

in a listing similar to this:

- a. Current events - local, state, national
- b. who the world leaders are
- c. how leaders live
- d. weather reports
- e. health information
- f. new inventions and discoveries
- g. better ways of doing things
- h. latest styles and prices
- i. where to shop to get best prices
- j. etiquette and good manners
- k. where to look for a job
- l. how to be a good citizen
- m. what time is church
- n. ball scores and leading teams

6. Have student from the high school print shop

visit class and give a demonstration.

7. Visit high school print shop.

GLOSSARY OF TERMS

1. Add - late news added to a story already written or printed.
2. Beat - permanent assignment of a reporter to a news source.
3. Better Business Bureau - a non-profit organization, supported by memberships of various businesses. Its purpose is to further and encourage honesty and reliability in advertising and selling and to discourage fraudulent and deceptive advertising and selling methods.
4. Breaks - when a newspaper receives its first news of what is happening.
5. Copy reader - a newspaper worker who corrects or edits copy written by reporters. He may also write the headline for it.
6. Cover - To get all the facts for a news report and write it up.
7. Cut - a piece of wood or metal that prints a picture; also the picture made from the cut.
8. Cutline - The explanatory matter below pictures.
9. Deadline - final moment when copy for an edition must be turned in.
10. Dummy - plan used in laying out material to be printed.
11. Feature - a distinctive or prominent article, story, or picture. Feature writing is usually more colorful than timely; a feature story may even depart from the standard summary - lead of news story. Occasionally timely news events may have a "feature angle".
12. File a story - a correspondent files a story by giving it to the telegraph operator to transmit to his office.
13. Form - metal frame in which type for one page is put together.
14. Galley - a flat tray with raised sides which holds a column of type set by the linotype.
15. Lead - the first few sentences or the first paragraph or two of a news story containing the summary or introduction to the story.
16. Main trunk - a telephone line between AP offices in various cities, over which messages may be sent directly, that is, without going through a central telephone office located in the city.
17. Make-up - arrangement of news, pictures, etc.

Glossary of Terms (cont.)

18. Masthead - the matter printed in every issue of a newspaper or journal stating the title, ownership, management, subscription and advertising rates.
19. Mat - cardboard bearing the impression of a page of type.
20. Morgue - newspaper library containing old newspaper clippings.
21. Newsprint - paper on which newspaper is printed.
22. Plate - curved metal impression of newspaper page used on printing press.
23. Publicity - advertising disguised as news or having some news value, generally prepared by the advertiser or an agency supported by him.
24. Rewrite man - a reporter who rewrites stories sent in by correspondents or local reporters, or who writes stories on information telephoned in by reporters.
25. Slug - the line of type made by a linotype machine.
26. Spot news - up-to-date, immediately reported news.
27. Telegraph editor - in charge of the editing of the telegraphed news usually furnished by press services - AP, UPI, INS.
28. Wirephoto - a trade name used by AP service for their system of transmitting photographs by wire.

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Practical suggestions for using the newspaper in classrooms of Elementary, Junior and Senior Schools.

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Banman, Henry and Whitehead, Robert

	Reading Level	Interest
<u>The Lost Uranium Mine</u>	1964 2	4-9
<u>Flight to the South Pole</u>	1965 2	"
<u>Hunting Grizzly Bears</u>	1963 3	"
<u>Fire on the Mountain</u>	1963 3	"
<u>City Beneath the Sea</u>	1964 4	"
<u>The Search for Piranha</u>	1964 4	"
<u>Sacred Well of Sacrifice</u>	1964 5	"
<u>Viking Treasure</u>	1965 6	"

World of Adventure Series

Benefic Press

1900 Narragansett Ave.,

Chicago, Ill. 60639

No grade level marked on the books. Indicates at end of each chapter the number of words in the entire story. Each book is introduced with Why? What? Where? with one or two sentences of the gist of the story. The book is divided into chapters. The end of each chapter contains a map, news story account of the story and a tall tale.

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Book I

Book II

Campus Work Experience

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18623 Lake Chabot Road
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McFarlane, John W. <u>It's Easy to Fix Your Bike.</u> Chicago: Follett Publishing Co., 1010 W. Washington Blvd., Chicago, 60607 Rev. \$2.67. Reading Level - Grade 6 Interest Level - 6 up			
Tripp, Fern. <u>I Want a Driver's License.</u> Fern Tripp 2035 East Sierra Way Dinuba, California			
Turner, Richard H. <u>The Language You Speak</u> <u>The Newspapers You Read</u> <u>The Letters You Write</u> <u>The Movies You See</u> <u>The Phone Calls You Make</u> <u>The Television You Watch</u>			Code # 0558 0554 0556 0555 0553 0552
			\$.81 each
Turner-Livingston Communication Series Follett Publishing Co. 1010 W. Washington Chicago, Illinois 60607			
Grade 7-12 (slow learner program)			
The Turner-Livingston Reading Series <u>The Money You Spend</u> <u>The Town You Live In</u> <u>The Jobs You Get</u> <u>The Person You Are</u> <u>The Friends You Make</u> <u>The Family You Belong To</u>			0540 0542 0544 0546 0548 0550
			\$.81 each
Jr. H.S. (slow learner program)			
Vocational Reading Series <u>The Delso Sisters, Beauticians</u> <u>The Millers and Willie B., Butcher,</u> <u>Baker, Chef</u> <u>John Leveron, Auto Mechanic</u> <u>Marie Perrone, Practical Nurse</u>			Code # 0573 0572 0571 0570
			\$1.23 each
Follett Publishing Co. 1010 W. Washington Blvd., Chicago, Ill. 60607			
Grade 7-12 (slow learner program)			

FILMS AND FILMSTRIPS

Films and filmstrips that may be used in connection with teaching language and communication skills via the mass media.

Available From: Bureau of Audio-Visual Instruction
Extension Division
State University of Iowa
Iowa City, Iowa 52240

Univ. Number	Name of Film	Interest Level	Color or B/W	Time	Rental Fee
U-860	Automotive Service	J-C	B/W	11 min.	\$1.50
U-2108	Baking Industry	J-H	B/W	11 min.	1.50
U-3127	Better Use of Leisure Time	J-C	B/W	11 min.	1.50
U-2069	Brick and Stone Mason	J-C	B/W	11 min.	1.50
UK-4902	Burlington	P-J	B/W	28 min.	2.00
U-2114	Bus Driver	P-I	B/W	11 min.	1.50
U-779	Cattleman	I-H	B/W	11 min.	1.50
U-5066	Calendar: Story of Its Development	I-H	B/W	11 min.	1.50
U-5068	Communication in the Modern World	I-J	B/W	11 min.	1.50
U-5256	Communication: Story of Its Development	I-J	B/W	11 min.	1.50

Films and Filmstrips (cont.)

U-771	Corn Farmer	I-C	B/W	11 min.	1.50
U-6113	Current Events: Understanding and Evaluating Them	J-H	B/W	11 min.	1.50
U-1064	Dairy Industry	J-H	B/W	11 min.	1.50
U-4042	Discovering the Library	P	B/W	11 min.	1.50
U-5618	Effective Listening	J-H	B/W	17 min.	3.00
U-1013	Electrician, The	J-H	B/W	11 min.	1.50
U-2349	Fire and Police Service	J-C	B/W	11 min.	1.50
U-3809	Getting a Job	H-Ad	B/W	16 min.	3.00
U-5784	Getting Yourself Across	H-Ad	B/W	21 min.	3.00
U-3321	How to Read Newspapers	J-H	B/W	11 min.	1.50
U-4636	Impressionable Years (library)	E-AD	B/W	30 min.	4.50
U-2329	It's All Yours (library)	J-H	B/W	11 min.	1.50
U-3345	It's Fun to Read Books	E-C	B/W	11 min.	1.50
U-3325	Look it Up! (Dictionary Habits)	J-H	B/W	11 min.	1.50
U-5482	Lost Hunter	H-Ad	B/W	22 min.	3.00
U-773	Machine Maker	I-C	B/W	11 min.	1.50
U-1062	Machinist and Toolmaker	J-H	B/W	11 min.	1.50
U-2324	Mailman, The	J-H	B/W	11 min.	1.50

Films and Filmstrips (cont.)

U-4047	Making Change for a Dollar	P	B/W	11 min.	1.50
U-2268	Maps Are Fun (about a paper route)	I-J	Color	11 min.	2.75
U-2477	Making Books	P-J	B/W	11 min.	1.50
U-3878	Mightier than the Sword	H-C	B/W	20 min.	3.00
U-1658	Mint, The	I-C	B/W	11 min.	1.50
U-768	Modern Lithographer	I-C	B/W	11 min.	1.50
U-4707	Monkey Who Would be King, The	P	B/W	11 min.	1.50
U-5757	More than Words	E-Ad	Color	14 min.	2.75
U-3027	Newspaper Story	I-H	B/W	16 min.	3.00
U-4275	Newstime in First Grade Reading	teacher	Color	22 min.	3.00
U-2922	Nurse, The	P-C	B/W	11 min.	1.50
U-1010	Nursing	J-C	B/W	11 min.	1.50
U-2071	Painting and Decorating	J-C	B/W	11 min.	1.50
U-1043	Paper Making	I-C	B/W	22 min.	3.00
U-4053	Paper and Pulp Making	I-H	B/W	11 min.	1.50
U-2244	Photography	J-C	B/W	11 min.	1.50
U-2072	Plumbing	J-C	B/W	11 min.	1.50
U-2082	Poultry Raising	J-H	B/W	11 min.	1.50

Films and Filmstrips (cont.)

U-3742	Poems are Fun	I	B/W	11 min.	1.50
U-2351	Printing (recording knowledge)	J-C	B/W	11 min.	1.50
UK-3946	Printing (art)	E-J	B/W	30 min.	2.50
U-3194	Printing Through the Ages	J-C	B/W	17 min.	3.00
I-4375	Republican Times (Marshalltown, Iowa Newspaper)	J-C	B/W	22 min.	2.75
U-2109	Restaurant Operator	J-H	B/W	11 min.	1.50
U-1063	Sheet Metal Worker	J-H	B/W	11 min.	1.50
U-3952	Small Town Editor	H-C	B/W	22 min.	3.00
I-5642	This Is Iowa (Northeast)	J-Ad	Color	17 min.	.75
I-5641	This Is Iowa (Northwest and Central)	J-Ad	Color	17 min.	.75
I-533	Trees to Tribunes	I-C	B/W	35 min.	.75
U-1065	Welding Operator	J-H	B/W	11 min.	1.50
U-4363	Wheat Farmer, The	E-H	B/W	11 min.	1.50
U-520	Wheat Farmer	I-H	B/W	11 min.	1.50
U-2373	What is Money?	J-H	B/W	11 min.	1.50
U-894	Woodworker, The	J-H	B/W	11 min.	1.50
U-5911	Writing a Report	I	B/W	11 min.	1.50

Films and Filmstrips (cont.)

Available From: Almanac Films, Inc.
516 5th Avenue
New York, New York

City Desk Item

Available From: Encyclopedia Britannica Films,
Inc.
1150 Wilmette Avenue
Wilmette, Illinois

Newspaper Story

Printing Through the Ages

Writing Through the Ages

Available From: Coronet Films
Coronet Building
Chicago, Illinois

Punctuation - Mark Your Meaning

Available From: Popular Science from McGraw-Hill
Text-Film Dept.
330 W. 42nd
New York, New York

All Aboard the Punctuation Express (filmstrip)
Color

Available From: Young America Films, Inc.
McGraw-Hill Text-Film Dept.
330 W. 42nd St.
New York, New York

Mass Communication Series (filmstrip)

Punctuation Series (filmstrip)
Color

Available From: Eye Gate House, Inc.
14601 Archer Avenue
Jamaica, New York

Story of Communication (filmstrip)
Color

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions
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Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

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Lesson No.: _____ Lesson Title: _____

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Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

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Teacher Evaluation

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Evaluative Statement:

Suggestions for Revision: